

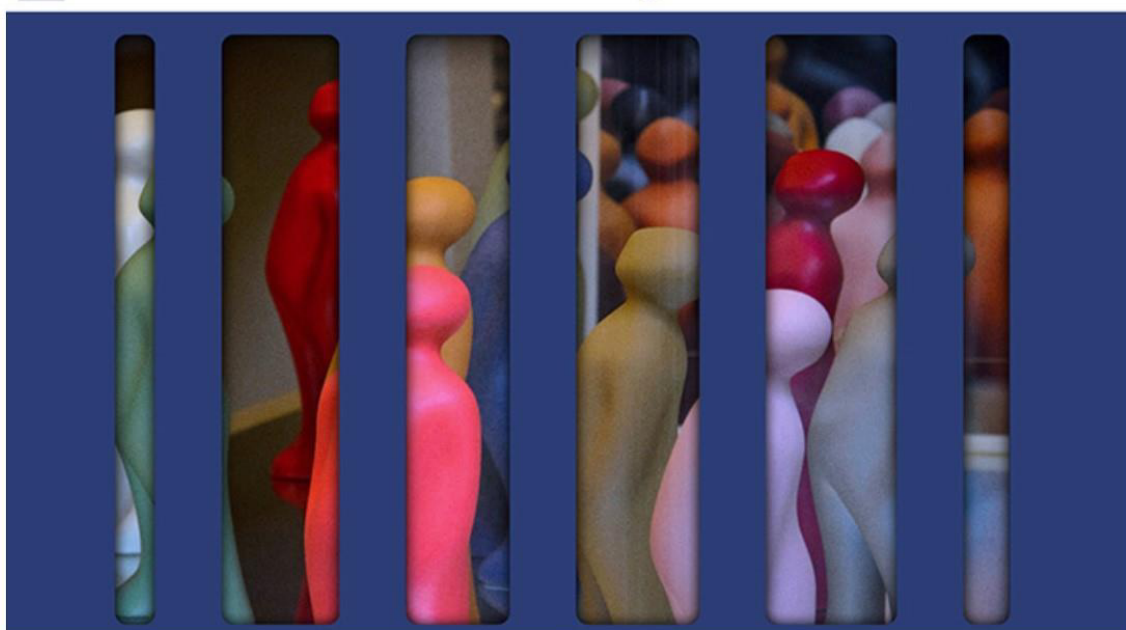
# Conference Book

20th CiCea | 2nd CiCea & CitizED Joint  
International Conference on

## Citizenship & Identity in "Post-Truth" world

IBIS Old Town Hotel, Warsaw, Poland

May 10<sup>th</sup> - 12<sup>th</sup> 2018



20<sup>th</sup> Annual Children's Identity and Citizenship European Association and 2<sup>nd</sup> Joint CitizED Association Conference *Citizenship & Identity in a 'Post-Truth' World*

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***University of Warmia and Mazury in Olsztyn POLAND***  
***10-12 May 2018***

## **PROGRAMME AND ABSTRACT BOOK**

**20<sup>th</sup> Annual Children's Identity and Citizenship European Association  
and 2<sup>nd</sup> Joint CitizED Association Conference *Citizenship & Identity in a  
'Post-Truth' World***

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**This is draft version of conference program. The final conference abstract book will be placed on CiCeA website with ISBN number just after conference.**

## Friday 11th May

Time	Authors	Title
11:00 – 12:30	<b>Session 1 – part 2: Citizenship education and school CHAIR: Alistair Ross</b>	
	A. Mycock	<i>Emerging Geographies of Youth Citizenship and Democratic Education in England</i>
Room: Gaston	K. Strantzali & K. Tsioumis	<i>Citizenship education in the modern multicultural kindergarten: Social issues and social action. An action research</i>
	A. P. Almeida	<i>City Hall School: Researching the effects of an immersive civic education program on children's understandings of citizenship</i>
	M.T. Giannopoulou & G. Nikolaou	<i>Shaping educational expectations in a transient condition: The case of Syrian Refugee Youth in Greece</i>
	D. Sampermans & E. Claes	<i>Can schools close the civic knowledge gap? Observing track differences in the Flemish and Dutch ICCS 2016 data</i>
11:00 – 12:30	<b>Session 4 – part 1: Identity and Subjectivity CHAIR: Andreas Brunold</b>	
	R. Leighton & L. Nielsen	<i>Theorising young people's perceptions of their Citizenship Identity</i>
Room: Tin/Tin	M-T. Hue & M. J. Bhowmik	<i>Acculturation and identity in an Asian Context: The case of ethnic minority youth in Hong Kong</i>
	E.K-M. Chong	<i>A review of Hong Kong people's identity development and the controversies of national education</i>
	K. Dancs & L. Kinyo	<i>Patterns of Hungarian 11-12-year-old students' national enculturation – strength of national identification and national symbols</i>
	M. Autio-Hiltunen, U. Kiviniemi & L. Lestinen	<i>Conceptions of national cultural identity and Europeanness among young people in Finland</i>
11:00 – 12:30	<b>Session 3 – part 2: Media CHAIR: Chris Gifford</b>	
	M. Kotyško	<i>Metacognitive self and Facebook - do we make the same mistakes offline and online?</i>
Room: Blake	T. Pittinsky	<i>Faith in Science?</i>
	V. Mittendorf & A. Schmale	<i>Identity, social media and totalitarianism</i>
	A. Katrmpouza, J.-A. Spinthourakis & I. Kamarianos	<i>The role of the smartphone in modern immigration networks: a case study of refugees served by an NGO in Greece</i>
	***** 5-minutes virtual paper	A. Moschopoulou & D. Karakatsani <i>The systemic instructional design of in- school and out- school teaching parameters for Environmental Education via the interdisciplinary approach of Social Marketing Planning and Instructional design</i>

**TITLE: PATTERNS OF HUNGARIAN 11-12-YEAR-OLD STUDENTS' NATIONAL ENCULTURATION – STRENGTH OF NATIONAL IDENTIFICATION AND NATIONAL SYMBOLS**

DANCS KATINKA, UNIVERSITY OF SZEGED, HUNGARY  
KINYO LASZLO, UNIVERSITY OF SZEGED, HUNGARY

**ABSTRACT:** The study investigated 751 Hungarian students' national identity and their knowledge related to national culture. The aim of the study was exploring the patterns of national enculturation in Hungary and the connection between pupils' identification and their knowledge. Students completed the Strength of Identification Scale (Barrett, 2007) and a test with 35 items which we have developed. The items were assessing their knowledge of national symbols (e.g. historical events, kings, famous authors, geographical places, etc.). The results indicate that there are no gender differences, while 6 graders show weaker national identification than younger students. They are less proud about being Hungarian, their identity is less important to them and they feel less happy about being Hungarian. Students' average performance on the test was 21 points in grade 5 and 25 points in grade 6 respectively. Boys' performance was better than girls in the whole sample, at the same time grade 6 students showed significantly better performance. Their performance is related to their satisfaction with school achievement ( $r=0.27$ ,  $p<0.001$ ). The connection between national identification and knowledge of national symbols was also investigated, there is a significant connection ( $r=0.20$ ,  $p<0.001$ ) in grade 5. In our interpretation the decline in national identification is the result of students' self-development; their self enriches and becomes more differentiated. This article calls attention to the need of investigating identity development in relation with pupils' self-development. The outcomes also highlight that students' identity and their cultural knowledge are related in certain cases.

KW: national identity, national symbols, online assessment

**TITLE: THE CONCEPTION OF IDENTITY: A COMPARISON BETWEEN GREEK AND EUROPEAN IDENTITY TOWARDS COSMOPOLITANISM**

DEDE GEORGIA, UNIVERSITY OF PATRAS, GREECE  
KOUTRIS DIMITRIS, UNIVERSITY OF PATRAS, GREECE

**ABSTRACT:** In the global era, the perpetual human mobility along with the cultural, political and economic crisis has led to the quest for and reassessment of identity. On the one hand, national identities embodying the sense of belonging and brotherhood in a territorially bounded political community, continues to be the major legislative construction with exclusion and inclusion functions. On the other hand, the European Union as an ideal constitutes the most crucial institutional structure as for the majority of countries in the European sphere in and outside the continent. EU member countries participate equally in the formation and establishment of the European identity, which implies a unity of European citizens. The transformation of the nation-state, which has altered the notion of national identity along with the reemergence of nationalistic sentiments all across Europe, create a complex framework as for the prevalence of a supranational identity. This would be that of European identity, which would include cosmopolitan ideals, such as allegiance

Karountzou	PDE Peloponnese Regional Directorate of Education	Greece	Digital citizenship in Greek Primary schools in Peloponnese	77
Karountzou	PDE Peloponnese Regional Directorate of Education	Greece	Citizenship Education: a problematic concept or a myth?	78
Karras	Ionian University	Greece	Identity, Multilingualism, Efficacy and Allophilia: Filtering out Fake News	46
Katrimpouza	University of Patras	Greece	The role of the smartphone in modern immigration networks: a case study of refugees served by an NGO in Greece	46
Katsillis	University of Oxford	United Kingdom	Identity, Multilingualism, Efficacy and Allophilia: Filtering out Fake News	46
Kawaguhi	Hiroshima University	Japan	The effect of historical background on peace education	49
Kazoulli	University of the Aegean	Greece	Identity, Multilingualism, Efficacy and Allophilia: Filtering out Fake News	46
Kennedy	The Education University of Hong Kong	Hong Kong	Democracy in Retreat? An Asia Europe Dialogue	11-12
Kennedy	The Education University of Hong Kong	Hong Kong	Radical civic engagement: motivations, strategies and outcomes	47
Kevisa	Latvian Academy of Culture	Latvia	Teacher's Professional Competency – Essence and Structure	29
Kim	Hiroshima University	Japan	The effect of historical background on peace education	49
Kinyo	University of Szeged	Hungary	How do children perceive their peers? Commonalities of external and internal features perceived of other children in the responses of 10-11-year-old pupils	48
Kinyo	University of Szeged	Hungary	Patterns of Hungarian 11-12 year old students' national enculturation – strength of national identification and national symbols	33
Kiviniemi	University of Jyväskylä	Finland	Conceptions of national cultural identity and Europeanness among young people in Finland	27
Klamut	Rzeszow University of Technology	Poland	The four-forms model of civic engagement as the tool for understanding the diversity of young citizens' activities	77
Klamut	Rzeszow University of Technology	Poland	Civic attitudes and four-forms model of civic engagement	78
Komatsu	Hiroshima University	Japan	The effect of historical background on peace education	49